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ABSTRACT

This three-part report describes activities of a multicultural education training project for elementary teachers in San Francisco. The three segments of the project discussed are the workshops for trainers, networking activities, and classroom evaluation activities. The two workshops, Provisioning the Multicultural Classroom and Working with Children in the Multicultural Classroom, are described in terms of participant selection, preparation of training materials, conduct of the workshop, and participant evaluation of the workshops. A list of participants is provided. Networking activities were structured to allow participants to present multicultural materials developed and/or used successfully in their own programs. The major classroom study evaluation will be accomplished during the next period of the project; however, preliminary data are available. During the two workshops, one trainer and one evaluator for each of six schools were identified. Classroom observations included scores for the total number of minority cultural materials observed, number of cultures represented in the classroom, types of multicultural materials, and availability of learning centers. Also, the number of multicultural activities provided, different cultures represented by adults in the classroom, and the ratio of community people to staff who participated in multicultural activities for one month prior were measured. Appendices describe the preliminary training model, sample multicultural units, daily diaries for workshops, and networking records and assessment forms. (KC)

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TRAINERS IN MULTICULTURAL EDUCATION
PROGRESS REPORT

Period: November 1, 1977 - March 31, 1978

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TRAINERS IN MULTICULTURAL EDUCATION PROJECT

Ethnic Studies Program (13.549)

Period: November 1, 1977 - March 31, 1978

INTRODUCTION

This is a progress report on the Trainers in Multicultural Education (TIME) Project at the Far West Laboratory, San Francisco, CA. The activities related to the three major components of this program are described in the following sections: I. Workshops for Trainers; II. Networking Activities; and III. Classroom Study Evaluation Activities. Because of the need to match the project activities with field training schedules, a great deal of our work to date has focused on the first two components. That is, the two workshops for trainers were conducted during the period covered by this report so that there would be time for the trainers to conduct their subsequent workshops for their teachers before the end of the school year. It is planned that the issues and findings of Component III will form a major part of the final report on this project.

During the conduct of this project to date, the Advisory Panel has played a most helpful role. The original group of four Advisors was selected on three criteria; (a) familiarity and experience with the training program proposed; (b) representation of ethnic minorities; and (c) leadership in the implementation and dissemination of early childhood training in this geographic area. At the end of last year, one of the Advisors went to work in Africa for a two year term. Before she left, she recommended a replacement for herself. Following approval by the Advisory Panel, the candidate was then invited to serve on the Panel. We feel that we are fortunate to have her accept this responsibility. She is very well qualified on all of the three criteria described earlier. Further,

the participation of an increasing number of Head Start trainers in our program means that the new Advisor will provide a particularly valuable expertise to our Panel. A copy of her vita will be found in Appendix E. The new Advisory Panel is as follows:

Advisory Panel

Name	Type of Organization	Ethnicity	Training Experience
Anchondo, Mary	Children's Resource Center	Chicano	5 yrs.
Bailey, Diedra (new member)	San Francisco Head Start	Black	10 yrs.
Baker, Bill	Alameda County Schools	White	30 yrs.
Iiyama, Chizu	Contra Costa Community College	Asian	29 yrs.

I. WORKSHOPS FOR TRAINERS (Dates: Nov. 14 - 18, 1977 & March 6 - 10, 1978)

A. Planning and Preparation

1. Selection of Participants

As shown in Figure 1 (see next page) the participants for Workshop I and II represented a variety of organizations and ethnic backgrounds. Our original proposal focused on working with three groups of trainers: the Alameda County schools, the Resource Center for San Francisco Childrens' Centers and Community Colleges. This list was later expanded to include trainers from Head Start and the Bay Area Bilingual Education project. Both of these groups have a major commitment to training staff in multicultural education.

In common with the other groups of trainers, the new additional organizations also will be able to continue to implement this training program beyond the termination date of our project. This is in keeping with our interest in acting as change agents in programs which are already established in the field, so that the impact of our project will not be limited to the period covered by our funding.

It should be noted that the need for staff development in multicultural education is of high priority in many types of educational settings. Each of the agencies and organizations contacted by us were eager to send their trainers to our workshops although the project paid for only mileage and lunch. They also paid for any additional staff costs during the time the trainers conducted workshops for teachers and participated in the Special Study on evaluation.

FIGURE 1
Trainers in Multicultural Education
List of Participants

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Brownel, Diana **	S.F. Chapel Hill Head Start 2503 Bush Street San Francisco, CA	Anglo
Clark, Phyllis*/**	Pleasanton Unified School Dist. P.O. Box 130 Vintage Hills School Pleasanton, CA	Anglo
Delange, Christine	Children's Trauma Center 51st & Grove Sts. Oakland, CA 94609	Anglo
Dutt, Shakuntala **	S.F. Chapel Hill Head Start 2503 Bush Street San Francisco, CA	East Indian
Eng, Julie	S.F. Children's Resource Center 1501 O'Farrell San Francisco, CA	Asian
Frazier, Gloria**	So. Alameda Headstart 1800 West Street Hayward, CA 94545	Black
Gonzales, Lillian**	New Haven Headstart 33521-5th Street Union City, CA	Chicano
Gonzalez, Minerva**	BABEL Resource Center 2168 Shattuck Ave. Berkeley, CA.	Chicano
Harris, Zoanne	S.F. Children's Resource Center 1501 O'Farrell San Francisco, CA	Anglo
Hills, Dorothy	San Mateo Parents Nursery College of San Mateo 1700 Hillisdale Blvd. San Mateo, CA	Anglo
Kirschbaum, Norman*/**	Newark Unified School District P.O. Box 385 Newark, CA 94560	Jewish

FIGURE 1 (cont.)

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Knatt, Hazel*/**	So. Alameda Headstart 29150 Ruus Rd. Hayward, CA 94545	Black
Kuhns, Jan	Pleasanton Unified School Dist. P.O. Box 130 Pleasanton, CA	Anglo
Laniewski, Carol	San Lorenzo Unified School Dist. 15510 Usher Street San Lorenzo, CA	Anglo
Leinman, Yvette**	Chabot College 25555 Hesperian Blvd. Hayward, CA	Jewish
Lee, Shirley	S.F. Children's Resource Center 1501 O'Farrell St. San Francisco, CA	Asian
Lopez, Frank	S.F. Children's Resource Center 1501 O'Farrell St. San Francisco, CA	Spanish -American
McAfee, Phyllis	Mt. Diablo School District 205 Pacifica Ave. Pittsburgh, CA 94565	Black
Moore, Laverne*/**	Oakland Unified School District 2409 E. 27th Street Oakland, CA	Black
Newhart, Edie	Oakland Unified School District 120 Greager Dr. Moraga, CA 94566	Asian
Ng, Betty */**	BABEL Resource Center 2168 Shattuck Ave. Berkeley, CA 94704	Asian
Pennie, Hazel **	Oakland Unified School District 3931 Malcolm Ave. Oakland, CA	Black
Poe, Marie*/**	Contra Costa Co. Headstart 2265 Contra Costa Blvd. Pleasant Hill, CA 94523	Black

FIGURE 1 (cont.)

NAMES (in alphabetical order)	ORGANIZATION & ADDRESS	ETHNIC GROUP
Smart, Carol	Alameda Unified School District 400 Grand Street Alameda, CA	Anglo
Speer, Norma	Fremont Unified School District 5301 Curtis Ave. Fremont, CA	Anglo
Tasby, Sherryl	ECE Center 1697 Country Wood Ct. Walnut Creek, CA	Black
Warren, Del**	Pleasanton Unified School Dist. P.O. Box 130 Pleasanton, CA	Anglo

* Participation in Workshops I and II

** Participation in Evaluation Studies

The selection of actual participants involved the use of somewhat different procedures for Workshop I and II. The invitations for Workshop I were based on the preliminary commitments described in the proposal (first three groups of trainers described earlier). Unfortunately, the twenty trainers who signed up for Workshop I were not all able to participate because of unforeseen circumstances. First, there was a school strike in Oakland the same week as the workshop so that their trainers could not attend. Second, some trainers had personal problems on the weekend prior to the workshop (e.g., flu, a husband going in the hospital for emergency surgery, etc.) The absence of the Oakland group presented a problem in that they were scheduled to provide two out of the five teams to be involved in the evaluation study following the workshop. However, the other workshop participants volunteered to work in the study in place of the Oakland trainers (with a little gentle persuasion on our part!) so that we ended up with 6 teams instead of the 5 that had been planned. A discussion of this evaluation effort will be found in the Evaluation Activities Section of this report.

Based on the above experience, the procedure for selecting participants was changed for Workshop II in three ways: (1) We asked for recommendations from Workshop I participants and the Advisory Panel, based on their familiarity with the needs of field practitioners and the nature of our training program; (2) We followed up with a letter (see Appendix A) describing the program and requesting an early response; and (3) We decided to accept 26 trainers on the assumption that there might again be some unplanned attrition. These procedures resulted in a total of 22 trainers for Workshop II.

2. Preparation of Training Materials

The focus of Workshop I was the provisioning of the multicultural classroom. The major aspects of this provisioning were provided by three training units which included the following: (1) looking at the physical classroom (arrangement, availability of multicultural artifacts and materials, etc.); (2) the selection of reading materials (analysis of materials from an ethnic perspective such as "Black" or "chicano"); and (3) developing the social environment (role and participation level of parents and community members). For each of these aspects, multicultural training units were developed by adapting units and materials in early childhood education which had been developed and pretested earlier by this staff.

Workshop II was designed as a sequel to the first workshop. The provisioning aspects of the multicultural classroom was followed up by a focus during Workshop II on classroom activities. There were three training units on issues such as: (1) looking at classroom situations which may affect the self concept of children from different cultures; (2) developing a language program in a multicultural classroom; and (3) using multicultural materials in developing senses and perception (e.g., use of textures, patterns, tastes, sounds, movement, etc. from different cultures).

The preparation of the final training units required more time than had been anticipated. The nature of the adaptation was two fold: (1) to abstract from the original early childhood units those elements which would provide the most productive framework for a multicultural effort and (2) to add additional elements which would focus directly on multicultural content. The first task was related to the needs of the field-based trainers in the program. In contrast to our earlier work with college-based trainers, we found that many school

districts did not have formal staff development programs; those districts which did have such activities were generally limited to 1-2 day workshops or sessions of half-days several times a month. This required a reconstruction of the original units so that the amount of training time required would be compatible with field needs, i.e., the original units contained an average of 86 pages and the TIME units averaged 65 pages. The reduction in the number of pages of pages was also cognizant of another need on the part of the trainers in that because of our budgetary limitations, each trainer was expected to make copies of the units for their own training needs.

The second task of adding multicultural elements was based on the assumption that much of the content in multicultural education should be embedded into the ongoing activities of the classroom. That is, "multicultural activities" should not be seen as an additional chore by the teacher. Rather, the training process should help the teacher to use the framework of sound early childhood education practice and to reexamine ways in which he/she can be a more effective teacher in a multicultural setting. For example, in the reconstruction of the unit on "Self Concept," a number of new classroom situations such as the following were added which were to be analyzed by the participants:

Christmas

Christmas time is approaching. A classroom of second grade children are busily cutting out and coloring Santa Clauses and candy canes from

a mimeographed sheet and pasting them on the cover of manila folders. A Christmas tree is sitting on the window with lights and decorations made by the children.

Indicate rating: -4 -3 -2 -1 0 1 2 3 4
 (negative) (neutral) (positive)

Questions

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours."

The need for this type of approach was illustrated by the responses of the trainers to the above situation. In contrast to an average of 10 minutes for the discussion of the other situations in the unit, this item consumed 25 minutes before it was agreed to table this discussion because of differences of perspectives: the illegality of celebrating Christmas because it is a religious holiday vs. it is unreal to ignore Christmas because "the child is surrounded by Christmas anyway". The following comment written in a participant's Workshop Diary highlights the problem of helping trainers understand the need for allowing time for open discussion and reexamination of sensitive multicultural issues

Diary Question: What have you experienced today that was unenjoyable/trivial/confusing/annoying to you?

"The idea of whether or not Christmas should be taught or expressed at school seemed trivial to me. What's wrong with it? Why isn't it important? Christmas is a cultural thing. Christmas is a social thing. Christmas is in our T.V., radio,. It's in our stores, streets, our community. The children are exposed to Christmas for months before December 25th. So how can teachers ignore it? Children can learn so much from Christmas. Art, music, stories, language development, self concept, science."

It is ironic that although the trainer felt that too much time had been allowed for the discussion of this question, her extensive response indicates that she herself needed more time to share her opinions.

B. Conducting the Workshops

The overall purpose in conducting the workshops was to provide access to resources which had been proposed as being important in a multicultural training program. For the convenience of the reader, the preliminary program model for training is reproduced below (a description of the elements will be found in Appendix B):

Figure 2

Development of Teacher-Trainers				
Stages of Development	Resources (X = primary resource) (x = secondary resources)			
	Materials	Modelled Behaviors	Peers and Colleagues	Self
Survival	X	x		
Consolidation	x	X	x	
Renewal	x	x	X	
Mature	x	x	x	X

The use of the workshops to provide the first resource (training materials which focus on training processes) has been described in the previous section. In addition, a Resource Sharing Table was provided with additional materials developed by local agencies and school districts. Throughout the workshops, there was a continuing effort to focus on issues related to helping teachers to use such materials. For example, one school district had developed two 3 inch binders full of multicultural activities for K-6 plus two additional 3 inch binders for the Chicano perspective and the Asian perspective in the history of California and the Western Hemisphere. Needless to say, there has been a great deal of resistance on the part of teachers to this type of

material because they feel that they already have enough to do. It is clear that multicultural training programs do not need to develop more activities; what is needed is some ways to help the teacher to "take ownership" so that such activity resources will be implemented at some level in the classroom. This means that the other resources in the training model are extremely important so that the focus of a training program is not limited to the "what" of multicultural education, but on "how" such materials might be used.

To provide access to the second resource of modelled training behaviors, during the workshops, there was a deliberate effort to provide examples of processes and techniques which are helpful in multicultural classroom situations. For example, in the analysis of classroom situations, participants were asked to go through a particular sequence of successive reexaminations of their own point of view as follows: (1) Analyse and rate it yourself; (2) Compare and discuss differences with partner; (3) Compare this analysis with the developer's point of view; (4) Partners present and discuss their analysis at this stage with members of their small group; (5) the small group presents their combined analyses to the total group.

The purpose was to illustrate that each person brings a particular perspective to any situation and that the sensitivity of this perspective is related to the past experience (i.e., "culture") of that person. The focusing, sharing, reexamining and reconstructing of such perspectives provides a training situation in which participants can be comfortable in "exposing" and becoming aware of differences in perspectives. As might be expected, the use of this type of training strategy in multicultural education is particularly effective when the participants belong to a variety of cultural perspectives, as was the case in the group of trainers in these workshops (see Figure 1.)

In addition to structuring the workshops to provide examples of training strategies, the participants were asked to pay attention to such behaviors. They were asked questions such as "What was your own reaction to this activity and/or procedure?" "Would you use it with your teachers?" "In what ways would you modify it for your particular group of trainees?" etc. The participants recognized the value of taking such an introspective approach to the observation and practice of modelled behaviors as is shown in their evaluation comments (see later section).

Another aspect of modelled behavior was in the administration of the workshop. As one example, the notion of embedding or integrating a multicultural perspective into an ongoing program was illustrated through the use of foods from different cultures for the lunches and snacks (Burritos, Chinese Deem Sum, Quiches, Scandinavian Open Face Sandwiches, etc). During the texture and smell and taste activities for the Senses and Perception unit, a number of relatively unfamiliar vegetables were used and they were then incorporated into that day's lunch as part of a menu featuring North African lamb "Stone soup"*, salad, falafel and pita bread.

The third training resource provided by the workshops was the access to peers and colleagues. Many of the participants commented on the pleasure and excitement of being able to share and resolve common problems on a collegial basis. According to one group report on Workshop II, "Being teachers, we know what it's like to have your own classroom in your own realm... what was really exciting was the group experience. It gave us a lot of insight as to how well we could work together. We as teachers got together and came up with an

*The title of a children's folk story which was familiar to the participants. In this story, a beggar created a delicious soup out of a stone by cleverly persuading the townspeople to contribute the other ingredients.

activity. All of us with our creativity were able to put it all together and get lessons and blend our expertise. And also having our peers here to criticize and give constructive criticism has been very valuable, especially listening to people who have had the same experiences or who know that it will happen to them too.....we weren't afraid to say something or to say: "I don't understand that! It was really great because people were willing to tell you as much as they could..."

The fourth resource provided in the workshop was an emphasis on ways in which the participant's own personal "self" could be developed. One aspect of this was to provide an experiential base of multicultural activities because "as the trainer is trained, so shall he/she train." The success of this approach is shown by comments such as the following statement by a participant who is a Vice Principal, "The activities were very helpful in relating to children. Many times you create an activity for a child; you don't often get in there and play with the materials that you've cut out and made. You don't get in there and try to put those materials together and try to experience the concept through those materials. What we did, we had the chance to see our teaching in effect... I think that was really important for me and one thing I would like my teachers to experience is doing activities that they are brainstorming all the time instead of constantly testing them on the kids and then they flub..."

Another aspect of focusing on the resource of "self" was the structuring of the workshops so that participants were not merely passive recipients. They were required to be active in constructing their own versions of activities.

It has been our experience that this element of active construction is a key factor in the development of a sense of ownership on the part of program participants. As teachers, we are all familiar with the situation of the difference between getting an "A" in a course and having to teach the same course. In the same way, it is important for trainers to experience the process of internalization so that they in turn can provide a similar program for their teachers. The following sequence of levels of construction was provided for this purpose:

- First level: To experience an activity or process for oneself.
- Second level: To review the experience and to be introspective about one's own reactions to the activity.
- Third level: To reexamine the experience in terms of how to use the activity with other learners.
- Fourth level: To reconstruct, recreate and present one's own version of the experience.
- Fifth level: To observe and listen to reactions to one's presentation and to apply the reactions in the re-construction of the experience for future use.

For example, in the "Language" unit each small group was asked to study one of the approaches in the unit used to elicit oral language and to lead the total group in their own version of that activity. In this unit, one activity is based on the idea of using the child's fantasy as a basis for language development and suggests the use of a fantasy experience which asks the participant to imagine a child playing with a balloon. During the Workshop, the group of trainers working on this particular approach reconstructed the process of using fantasy by having the other participants close their eyes

and imagine that they were in the midst of their favorite food. This was followed by asking for descriptions of "how do you feel," "how does it feel to move around in it," "now try to get out," etc. Participants were invited to use a variety of ways to express their fantasy, e.g., movement. They provided for the extension of this fantasy into a concrete media by having participants use colored play dough to construct models of their favorite food. Throughout the sequence of activities, the major underlying focus was how to develop the child's language in a multicultural setting (e.g., to observe, record, take dictation, word banks, etc.)

During the Total Group discussion of these small group presentations, the trainers agreed that this type of creative activity was extremely helpful. Some felt that it was somewhat frustrating and challenging, but they all felt exhilarated by the experience. At the same time, some trainers felt that their own teachers needed to be led step by step through one or more of the activities in the unit before they could be asked to do this type of independent, creative activity.

One of the unforeseen benefits of providing this type of access to the "self" was reported by a trainer who had also attended Workshop I. She stated that this approach during the first workshop had "turned her on" to her own resources and creativity so that she felt confident about developing a unit on the Dashiki. (See Appendix C). During Workshop II, she gave a glowing description of the success of this activity. This was accompanied by a set of slides, sample dashikis made from fabrics dyed by the children and a tape of one class singing the Dashiki song. During the weeks following Workshop II, this same trainer has been involved in having children make and fly Chinese kites out on the playground!

C. Evaluating the Workshops

The evaluation efforts connected with the workshop were designed for a number of different purposes: (1) To obtain information which would be helpful to the participants; (2) To provide models of types of instruments and procedures which can be used for this purpose, and (3) To provide information for the staff on the effectiveness of the workshop.

In keeping with the intent of this project to provide ways for participants to "take ownership," the focus of the evaluation activities was on the types of information which would emphasize the usefulness of evaluation to the participants themselves. As we discussed this issue with the participants, the traditional forms of evaluation are generally for the purpose of collecting information for "others" (i.e., administrators, researchers, school districts, project directors, etc.) rather than for monitoring one's own growth.

To accomplish these purposes, the workshops provided four types of sample strategies: (1) To structure feed back sessions throughout the week so that participants could obtain reactions to their efforts from the other participants; (2) To provide a Daily Diary for personal use; (3) To provide a mechanism to review and quantify what each of them had gained out of the workshop experience; and (4) To allow time for a "show and tell" session. Item 1 has already been described and items 3 and 4 are described in the networking section of this report. The forms used for items 2 and 3 will be found in Appendix D. The Daily Diary was used to provide participants with a way of writing down their reactions at the end of each day. This was to avoid the problems of the usual end-of-the-workshop feedback session in which participants write general, global comments because they cannot remember what happened during the week, particularly during the early part of the week. On the last day of the workshop, the participants

were asked to review their own diaries for themselves and to reflect on what had happened to them during the week's workshop. They were then asked to work in small groups to discuss their Diaries and to develop a small group report for presentation to the total group. They were asked to focus on their own changes from the beginning of the workshop and to consider ways in which any negative reactions could be anticipated and dealt with in their own training situations.

The small group discussions required a much longer time than had been anticipated. The participants became thoroughly involved in sharing what they themselves had felt and experienced during the week and the resulting presentations were very extensive. It was interesting to note that each of the negative comments in a small group report was invariably rebutted by the comments of another group. The following are some examples of this interaction:

Negative

"The first day I was feeling that some of the instructions were confusing and I kept wanting to go to my neighbor..."

Positive

"We got off on talking about how we felt about being here. And how the first few days we were kinda reserved... Then we transposed that over to how it must feel for a kid to come into a class and how long it takes a kid to feel like himself and trusting. And then we went on to how it must feel for adults to relate to us as teachers, particularly if they're different than the teacher..."

Negative

"I was appalled at the presentational manner of material. Great material, great ideas, but they were presented in a way in which they were almost putting you to sleep and you couldn't be heard."

"It's a criticism of all teachers that we at times try to force too much into a space of time... we tried to pile too many experiences into too short of a time. For example, in the touch and smell activity there were too many items...."

Positive

"Some of us had some feelings of (Resource trainer)'s voice... we appreciated _____'s voice because she forced you to tune in. Most teachers will increase their voice to get louder, but _____--that was her style, and if you were gonna benefit from it, you had to tune in on it."

"Some of the other comments said that we try to do too much in these sessions. But I found it very valuable to experience all of these things; and then to have the critique. Just the experience of experiencing all of these things was very valuable, and I wouldn't want to see us try to cut it down... it might take months to do some of these things....Even though it was frustrating at times, .. you still had the opportunity to feel what the activity was about. That was very valuable."

Negative

(The following comment made by a White participant refers to a small group presentation of self portraits (see Appendix E.)

"I'm beginning to object at these multicultural meetings and workshops to the preoccupation of skin tones and skin color by many adults. Because I have never been aware of somebody's skin color. I'm aware of personalities, but color doesn't affect me. And when I talk to children or I'm working with someone, I don't see them referring to that Yellow child, that Black child. I was brought up that people are people. I am getting the feeling that it is a preoccupation that the first thing

Positive

"I think you really need to provide teachers with a frustrating experience occasionally because they don't realize that they're doing the same things to kids when many times they do the exact same thing. And I think by sometimes doing it, it lets them feel that and maybe in turn back off a little bit on what they're doing in their lessons and class."

(There were a number of trainers who disagreed strongly with this statement.) The following are some of their reactions.

"The whole world doesn't share that attitude. I agree that's a beautiful attitude to have. I think that's a taught thing. I don't think you come by that naturally..."

"People and kids learn through their senses. Kids do see their differences in skin color, hair and shape of eyes. And I think we better recognize it and teach the differences. I think we get in trouble with denying this with kids...."

Negative

we look at a person, we say, "what color are you?" And that I object to. You know me for me. My color changes from day to day, from hour to hour and from mood to mood. When I am angry I am one color; when I am relaxed I am another color. And this is true of everybody!"

Positive

"But as far as the skin color situation, that is an obvious thing that actually separates people in this society. An individual needs to take a look and understand that it's all right to be different. Different does not mean inferior. A lot of our people have been taught that if you're not the same color as I am, you are inferior. Within the black race, there are all kinds of colors. There are black people, take my own family, they're as dark as they can come, and there are many of them that you would think they were white. But we're all black, and there is prejudice within color. Because it's the light one with the new Indian type hair, you get one kind of treatment. If you're black with the real nappy curly hair, there's something else. That does occur in families. People have to learn a right to be different...and one of the things we use is the skin color type of games. It is important to begin to understand your own self image---who you are, what you are, and comparing and talking with each other and getting an understanding."

Following the Diary sharing session, the participants were asked to turn in their Diaries (with names cut off) so that the staff could have this information for the planning of future workshops. In looking over these Diaries, we counted up the number of positive and negative comments as follows:

Figure 3
Daily Diary Comments

Sessions	Positive Comments (no.)	Negative Comments (no.)
Day 1	36	11
Day 2	31	5
Day 3	32	7
Day 4	30	4

In looking over the nature of this data, we became aware of some interesting characteristics:

- o There are many more positive comments than negative comments.
- o The level for positive comments stayed pretty much the same for all days.
- o The level for negative comments dropped after the first day.
- o The nature of the negative comments changed: the first day included general complaints about the noise level of the room (loud air conditioner) and unfamiliar directions and conflicts with usual school hours, e.g., "I don't like any agenda after 3-3:30." The complaints during the latter part of the week related more to specific activities, e.g., "The use of paper bags made it hard to smell the vegetables." In some cases, these negative comments were later rebutted in the large group

evaluation session. In other cases, the "negative" comments were resolved by the writers themselves, e.g., "I feel inhibited doing many of these 'experience' type of activities myself yet I find that when I use this type of activity with staff members, they seem to enjoy it"; "I gained 3 pounds!"; "I disliked having to leave early," etc.

- o The nature of the positive comments remained eclectic, and included both general comments on process and administration and specific comments on activities throughout the week.

One of the trainers decided to summarize her reactions for the whole week and we can not resist sharing her comments:

"The entire workshop was outstanding, excellent, stimulating, motivating and very well organized and planned. I was able to gain a wealth of ideas, techniques and strategies to use with my teachers in a training workshop. It's very difficult to pin point any one area as being better because every aspect of the workshop was exemplary and well executed. The format, the presentations, food, participants, trainers all rate an A. The show and tell presentations were a real learning experience. I'd like to see a similar workshop set up at the district level so that many more teachers can take advantage and be involved in such a worthwhile program. Excellent workshop, keep up the good work!!!!!"

II. NETWORKING ACTIVITIES

The conception of this component has undergone more revision than in the other two components of Training Workshops and Evaluation Studies. The original conception of networking was to collect and make multicultural materials available to trainers in our project. It was found that this would not be an advisable procedure because of a variety of reasons such as the following:

1. Many school districts and organizations already have extensive collections of the usual published materials.
2. Some of the groups have developed additional materials of their own but have problems in sharing:
 - a. They only have a few copies
 - b. The materials are still in draft form and need to be revised
 - c. The materials are too bulky and/or fragile to send (e.g., kits and boxes of concrete materials, models, dolls, etc.)
 - d. There is a risk of having materials plagiarized without appropriate credits being given.

We also explored the notion of developing a directory of multicultural resources in the Bay Area, but this was not feasible because of the problems of accurately describing the materials, e.g., the item "Chinese doll" may refer to dolls which reinforce undesirable stereotypes.

After much discussion with both our Advisory Panel and our project trainers it was decided that the most appropriate way to provide access to multicultural resource materials and people was to structure the workshops so that there would be time for "share and tell" sessions. This meant that the trainers brought in multicultural materials developed and/or used successfully in their own programs. These materials were then available for browsing during the workshop. Toward

the end of the workshop week, there was an opportunity to use a one-hour period and the lunch hours for presentations. The reactions to this arrangement were generally enthusiastic ("It was great!", "In this way, we don't duplicate each other's effort," "I liked sharing resources that I can in turn share with my staff", etc.) There was one mixed reaction: "Sharing time was fun and enjoyable but somewhat drawn out. But, I really can't think of how to shorten it!"

Throughout this sharing process, there was an emphasis on the value of looking at both the content of the materials and how the materials are used. The personal experience of the trainers with each of the materials was extremely helpful in persuading other trainers to try them out. Further, by providing opportunities for trainers to present their own materials, other trainers were able to make direct contact and find out specific information regarding availability, cost, usefulness, consultants, and resource people used in the development process, etc.

Again, the showing of creative products developed by the trainers themselves encouraged other trainers to feel that they too could create resource materials for their own programs.

In response to requests by the trainers, the following materials were xeroxed during the workshop and distributed to the trainers:

- o Edible portraits (unit created by a small group in the Workshop)
- o M.A.P. - Multicultural Assistance Program price list
- o The Beautiful Dashiki - Poem, Multicultural Lesson, and story.
(unit created by trainer)
- o 36-page collection of ethnic recipes (donated by trainer who teaches Ethnic foods cooking courses).
- o Language Experience Activity Utilizing Ethnic Musical Instruments
(unit created by small group).
- o Cinco de Mayo: May 5, 1862 (unit developed by Fullerton Schools,
Foreign Language Dept.)

- o The Jewish Culture: A Teacher's Guide-Orientation and History
- o Suggestions for enhancing multicultural aspects of the preschool program. (Contra Costa County Head Start).

In addition to material resources the participants in each workshop were unanimous in asking for the addresses and phone numbers of other participants so that they could use them as resource people in their programs. This list was provided at the end of each workshop in the form of a rolled up diploma (tied with a ribbon!).

As part of this networking approach in Workshop II, the trainers were also provided with a Networking Record form on which they could list the numbers of resources they had learned about during the workshop. The purpose of this Record was twofold: (1) To provide some information to our staff on the effectiveness of the workshop as a sharing mechanism and (2) To provide feedback to the participants so that they could also "take credit" for their participation. The following is a brief summary of these Records (see Appendix D for copy of this form).

<u>Category</u>	<u>No. of items</u>	<u>Sample Items</u>
Materials	9 - 500	Kit on "Day of the Dead", Dashikis designed by children, Dashiki Unit, Workshop handouts, Multicultural recipes, Books and units on display, 3-D Objects of different cultures, GAC Library at the Laboratory, Cultural artifacts on display, Self Concept situation cards, etc.

<u>Category</u>	<u>No. of items</u>	<u>Sample Items</u>
Teaching Activities	10 - 200	Process used in language unit; drawing pictures representing feelings; use of edible portraits; small group presentations; Sense Walk; use of different modalities; use of art and movement as extensions; "Signing in" as good ice breaker activity; use of smell with fruit and vegetables, etc.
Training Processes	3 - 50	Working from a smaller group to a larger group; sensory approaches; how to guide fantasy experiences; sharing personal experiences, how to observe and record spontaneous language; activity/participatory approach, how to deal with negative/positive perspectives; pacing; how to integrate analysis and introspection into program; how to develop multicultural program by beginning with participants own experience, etc.
Resource People	10 - 30	"Everyone" at the workshop; resource trainers; other specific participants; Headstart trainers; ECE coordinators; etc.
Resource Organizations	1 - 15	Specific school districts who have developed the multicultural materials on display; Japanese-American Curriculum Project; Bay Area Bilingual Education League;

Sample Items

Resource
Organizations (cont.)

ECE programs in different school districts,
Far West Laboratory, Children's Centers
Resource Centers, School Districts Resource
Centers, Mexican Museum, Museum of Man,
Multicultural Assistance Program, Trauma
Center for special problems, Head Start, etc.

There has been an unexpected outcome of the networking session in one of the workshops in the form of an extension of the share and tell sessions of the Workshop II. A number of trainers felt that they had additional materials and information that they had not been able to share, either because of lack of time or because the materials were unavailable during the workshop period. They decided they needed to have another informal session to "catch up" with each other. As a result, we have been invited to the home of one of the trainers during May for a pot luck supper. The hostess will show some slides on her recent trip to Mainland China and the other trainers are planning to bring their own materials to share.

The networking activities have also included the dissemination of information about the project in response to a number of inquiries and visitors to the Laboratory. The most formal presentation was made at The Western regional meeting of the Society for Research in Child Development (February 26, 1978) on the topic of Multicultural Education: An Interactive Approach to Evaluation. The chairperson of our session has proposed that we repeat our presentation at the next conference of the National SRCD group so that this will provide us with another dissemination opportunity.

III. CLASSROOM STUDY EVALUATION ACTIVITIES

One of the major purposes of this component was to explore the feasibility of using an interactive approach in developing instruments and procedures for the evaluation of multicultural classrooms. The training units used in the two TIME Project workshops had originally been field tested in their original forms and had been shown to be effective with early childhood educators. These earlier tests included measures of both content acquisition and classroom activities, but they were not focused on the needs of the multicultural classroom.

During the two workshops, 6 trainer-evaluator teams were identified who were willing to cooperate in the evaluation study. There was one trainer and one evaluator for each of six school sites. The TIME project staff worked in various ways with these teams to get their input into instrument development and evaluation. The evaluation component actually includes two studies. One study (Study I) focuses on the training following Workshop I: Provisioning the Multicultural Classroom. The second Study (Study II) focuses on the use of Workshop II: Working with Children in the Multicultural Classroom.

As stated earlier, the timing needs for the scheduling of activities in the field has resulted in the pacing of this component so that a major part of the work will be accomplished during the next period of this project. However, we do have some preliminary data on Study I (for Workshop I) to share with the reader at this time.

A. Evaluation Study I: Participants

1. Study/ Trainers

The original study design called for ten trainers from Alameda Unified School District to work in pairs consisting of one trainer and one evaluator. Each evaluator was to observe 8 classrooms: 4 experimental and 4 control. This would provide data for a pre-post, experimental-control analysis of the training effects.

Due to various problems mentioned earlier, only three of the five Alameda School sites were able to participate. However, three Head Start programs volunteered to participate in the study, and this provided a total of six teams for the study as shown in Figure 4:

Figure 4
Training and Evaluation Schedule

Material and Social Provisioning - (Workshop I: 11/14/77 - 11/18/77)

Site	Trainer	No. of Trainees	Training Focus	Training Period	Evaluator
Berkeley Head Start	M. Gonzalez	8	Classroom Provisioning	1/5/78-1/31/78	B. Ng
Newark Elementary	N. Kirschbaum	28	"	1/5/78-2/15/78	J. Weaver
Oakland Elementary	L. Moore	6	"	1/10/78-3/1/78	E. Newhar
Pleasanton Elementary	P. Clark	8 - 10	"	1/9/78-3/1/78	D. Warren
Hayward Head Start	H. Knatt	25 - 30	Classroom Provisioning and Communication with Parents	1/5/78-2/28/78	S. Stripp (experim) H. Knatt (control)
San Ramon Head Start	M. Poe	10 - 16	Classroom Provisioning	1/13/78-2/28/78	T. Taylor

2. Study Subjects

The evaluators in the study were asked to select four teachers to observe and interview from among the trainees at each site. We discussed various sampling procedures such as using a table of random numbers. Several of them asked why they couldn't just draw names from a hat. We said that would be fine, so that each evaluator drew four names from among the trainees at their school or center. The same procedure was used to select the control classrooms to be observed.

As shown in Figure 4, the number of trainees per trainer varied from 6 to 30 teachers. The total pool of elementary and head start teachers for Study I is shown in Figure 5:

Figure 5
The Number of Trainees

<u>School Setting</u>	<u>Number</u>
Elementary School Classroom	44
Head Start Center	43
TOTAL	91

3. Ethnicity of Evaluation Teams

There were 12 people who worked in the study. The ethnicity of the 12 participants is shown below:

Figure 6

Categories	Ethnic Background				
	Asian	Black	Spanish-Speaking	Jewish	Anglo
Trainer	0	3	1	1	1
Evaluator	2	0	0	0	4
TOTALS	2	3	1	1	5

B. Evaluation Study I: Content & Delivery

Although the first workshop provided training on 3 units we encouraged the trainers to select the unit(s) that best answered their site needs. The result was that all six of the trainers selected the Classroom Provisioning unit for their training focus. One trainer also included the unit on Communicating with Parents in her training sessions. Many trainers expressed interest in working with the unit: "Selecting Reading Materials from An Ethnic Perspective," but at some future time. They expressed the need to further study this unit on their own and to schedule a longer period of training time.

The type of training sessions varied among participants. Some conducted one or two intensive (whole or half-day) workshops and followed up on an individual basis as needed. Others held class sessions (one to two hours each) over a four to six week period. Again, the arrangements were compatible with site needs.

C. Evaluation Study I: Instrument Development and Administration

During Workshop I we asked the trainers to generate evaluation items. We asked them to think of the changes they would expect to observe in the classroom as a result of their training on each of the units. We found that items they wrote tended to be very general and global and difficult to measure. Some examples of these were:

"More communication in areas that were once taboo."

"Evidence of multiculture-integrated into the various learning areas"

"Teachers will learn to provide materials that reflect the cultural make-up of our communities and/or nation."

"Teachers demonstrate an awareness of culture content of the materials in their classroom."

These general or global statements were viewed as "intentions" in the construction of a draft instrument for the first pretest. This posttest measure included observation check lists and teacher interview questions. This draft was then reviewed by the trainers and evaluators at a special evaluation meeting held at the Laboratory. During this review process, the study participants did not have any substantial additions or changes to make in the instrument. The final field form of the instrument was only arrived at during the reliability study described in the following section.

A reliability study on the preliminary instrument was conducted before the pretests were administered. The project field coordinator made site visits to each evaluator and discussed the instrument (at length!) When a consensus had been achieved on both procedures and item interpretation, the instrument was administered to the same classroom by the evaluator and the field coordinator independently. The results of the reliability study are shown in Figure 7.

Figure 7
Evaluation Study I: Evaluator Reliability
Multicultural Material & Social Provisioning

Date of Observation-Interview	Type of class	Evaluator	Percent Agreement with Field Coordinator
12/12/77	4th grade	J. Weaver	87.3%
12/13/77	Head Start	B. Ng	83.4%
12/14/77	Head Start	H. Knatt	90.7%
1/4/78	2nd grade	D. Warren	81.7%
1/9/78	K-1st grade	E. Newhart	79.3%
1/9/78	Pre-K	T. Taylor	88.2%
Mean % Agreement			85.1%

As stated earlier, it was during the actual use of the instrument during the reliability sessions that the study participants came up with several suggestions for changes and additions to the instrument.

Three of the reliability sessions were done in December; the other three in January. Changes suggested in December and incorporated into the Revised Pretest I instrument (see Appendix G) included the following:

- (1) Count one only of multiple copies of books and magazines (p. 2).
- (2) Add a separate category for resource text books; i.e., encyclopedia sets. (p. 2).
- (3) Score 1.7 and 1.14 as one category (p. 2).
- (4) Score 1.9 and 1.12 as one category (p. 2).

The changes suggested in January were written into the Posttest and verbally incorporated into the pretest. These were:

(1) Revise pp. 4 - 5 so that the interview uses two-part questions which are easier to ask: i.e., "Do you have multicultural games in the classroom? Which adults (i.e., roles) worked with the children in the past month using those games?"

(2) Make the following clarifying additions on pages 4 and 5;

3.1 add multicultural to exhibit and displays

3.15 add multicultural to help select books.

(3) Add photographs to 1.6 on p.2.

(4) Add Pacific Islanders/Filipinos to the ethnic group categories on pages 2 & 3.

Each of the evaluators were contacted prior to the pretests so that the changes listed were incorporated.

D. Preliminary Results

To date, data from 32 pretests have been scored at the Laboratory. This effort has been facilitated by the volunteer services of Ms. B. Hart, a graduate student in educational psychology at San Francisco State University. Prior to working on this task, she was trained by the Field Coordinator so that an inter-rater agreement of 85.1% was attained.

The scores on pretest I (see Appendix G) included information on two types of multicultural classroom provisioning: 1. Material provisioning and 2. Social provisioning. The interest in the representation of minority cultures led to a decision to count only items and/or activities representing non-Anglo or non-European cultures.

The following is a description of the scores used:

A. Material Provisioning (4 scores)

1. Multicultural Materials score: total number of all minority cultural materials observed in the classroom.
2. Cultural Diversity score: number of different cultures represented in the classroom.
3. Materials Diversity score: number of different types of multicultural materials (i.e., exhibits, books, pictures, etc.) in the classroom.
4. Balance score: tally of classroom areas (included as a measure of general classroom organization, focusing on the availability of different types of interest/learning centers in the classroom.

B. Social Provisioning (3 scores)

1. Multi-Cultural Activities score: number of types or categories of multicultural activities provided during the month prior to the pretest.
2. Cultural Diversity score: number of different cultures represented by the adults in the classroom during the same period.
3. Community Participation Density score: ratio of community people and parents to the teaching staff who participated in multi-cultural activities during the same period.

These above scores from the 32 pretests were tested to discover any initial significant differences between experimental and control teachers. An analysis of variance on two classifications: experimental vs. control and elementary school vs. head start center, showed that only the Multicultural Materials score was significantly different ($p .01$) between the controls and the experimental classrooms. The experimental group ($n=22$) had a mean score of 43.4 and scores ranged from 9 to 96. The controls ($n=10$) had a mean score of 17.9 and ranged from 5 to 23. There appears to have been considerably more multi-cultural materials present in the experimental classrooms.

There were three significantly different scores between the elementary classrooms ($n=14$) and the Head Start centers ($n=18$). The Head Start classrooms scored higher on the Community Participation Density score ($p .02$), the Multi-cultural Activities score ($p .0001$) and the balance score ($p .001$). These results indicate that the instrument is sensitive to program differences.

For example, parent volunteers in the classroom are a mandatory part of the Head Start Programs. Further, the Head Start centers are all arranged on a learning center format so the higher Balance Scores for area types reflect this arrangement. Further analyses will thus continue to be sensitive to these program differences.

E. Study I Summary

Based on our experience to date, it is our general feeling that it is feasible to use an interactive team approach to the development of evaluation procedures for multicultural classrooms. The additional input from trainers and teachers results in a level of interest and participation which warrants the amount of time and effort required to use such an approach.

During the coming months, we will complete work on the Phase I data and collect a further set of data from Phase II on the training activities related to "Working with Children in the Multicultural Classroom." As stated earlier, it is assumed that the discussion of these efforts in Component III will be the major focus for the Final Report on the project.

APPENDIX A

Recruitment Letter to Participants



FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

Dear

Your name has been suggested by _____ as a trainer who should be invited to participate in our Ethnic Heritage project entitled "Trainers in **Multicultural** Education". We hope you will be able to come to our Workshop II to be given during March 6-10, 1978. This will be the last workshop for this project. I am enclosing a brief description of the training program for your information. If you have any questions about the kind of training which is provided, please feel free to either call us or the person named above.

Because Workshop II will be limited to 20 participants, we hope you will send us an early reply. If you are able to participate, please fill in the enclosed information sheet and send it to us as soon as possible. I will look forward to hearing from you.

Sincerely,

Masako N. Tanaka, ED.D.
Director, Ethnic Heritage Studies

MNT:bac
Enclosure

FWL Ethnic Heritage Project
Workshop II: Trainer Information Sheet

NAME _____

ORGANIZATION _____

ADDRESS _____

PHONE _____

POSITION _____

Approximate Number of Trainees You Work With _____

WORKSHOP TOPIC	Level of Interest 1-4 (Number 1 - 4 with "1" as the highest)	Comments - Questions, materials you can contribute, etc.
Analyzing Classroom Situations related to Child's Self Concept		
Developing Communication Skills		
Developing Activities		
Developing Group Interaction Skills		

Masako N. Tanaka
Far West Laboratory
January, 1977

FWL Ethnic Heritage Project
Description of Activities for Trainers

I. Purpose:

The purpose of the FWL Ethnic Heritage Project is to provide training for trainers who are responsible for staff development in the areas of cultural pluralism in the classroom. The eventual goals of the project are to change the classroom so that it not only provides a clearer reflection of a particular child's ethnic heritage but it also provides ways in which the richness of that child's culture can be shared to enhance the learning of children from other cultures.

Based on these goals, there are three major components: (1) Workshops for trainers, (2) Networking Activities; and (3) Evaluation Activities.

II. General Description:

A. Who are the trainer/participants?

During the preparation of the project proposal, we established contact with a number of different groups of trainers: school district resource staff, community college staff, supervisory staff of programs, etc. Many of these organizations sent trainers to participate in **Workshop I**, which was given in the Fall of 1977. These trainers in turn were asked to suggest additional trainers who should be invited to participate in Workshop II. The final selection of participants for Workshop II will be made in conjunction with the project's Advisory Committee.

B. What is the content of the training program?

The training program focuses on issues related to the development of cultural pluralism in the classroom such as the following:

Workshop I: Provisioning the classroom

- a. Setting up the multicultural classroom (e.g., extension of early childhood classrooms to reflect a multicultural perspective).
- b. Selecting reading materials (e.g., training materials such as the Flexible Learning System (FLS) units on "Analysis of Materials from a Black Perspective" and "Analysis of Materials from a Chicano Perspective" will be used).
- c. Working with parents (e.g., FLS unit on "Communicating and Working with Parents from different cultures").

Workshop II: Working with Children

- a. Analyzing classroom situations (e.g., FLS unit on "Developing a Child's Positive Self Concept" focuses on analyzing and revising 20 situations, the majority of which are related to multicultural issues).
- b. Developing communication skills (e.g., FLS units on "Integrating Language" and "Use of Children's Literature" emphasizes the many ways and styles that children use to receive - communicate experience - drawing, claywork, movement, music, rhythm, body language, facial experience, etc.).
- c. Developing activities (e.g., FLS units on "Working with Toys and Games" and "Senses and Perceptions" - each to be extended into an ethnic perspective).

- d. Developing group interaction skills (e.g., FLS unit on "Classroom Management" is helpful for a combined group of school staff and parents to discuss issues such as "What do you think is bad behavior" and "What do you do about it?")

C. What will the trainer/participants do?

1. The trainer will participate in a one-week training workshop at the Laboratory. Workshop I was given during November 14, 1977 and Workshop II will be conducted during March 6-10, 1978.
2. Following Workshop II, the trainers will use their training to train a group of "teachers" in the field. (This includes other adults who are part of the educational team). The materials and content of these field training sessions will be selected by the participants out of the materials presented during the workshop.
3. If feasible, the trainers will explore and facilitate arrangements for their trainees to obtain credit (either inservice or college credits).
4. Some of the trainers will also participate in a special study to develop an evaluation approach to multicultural classrooms.

D. What will the teachers do?

1. The teachers will participate in local training sessions conducted by trainer/participants. The specific activities will differ with

the version of the unit(s) or training material selected.

However, almost all of the materials require actual work in the classroom, i.e., work with children, classroom materials and/or parents.

2. A small randomly selected group of teachers will participate in the observational study which will investigate the implementation of the training program in the classroom. The nature of this investigation will include the use of teacher interviews, classroom observations, talks with children and talks with parents.

E. What will the Lab project staff do?

1. We will conduct the one-week trainer workshops.
2. We will provide networking activities among trainers such as the following: share information, maintain lending library of films, audiotapes and special toys and games, reproduce and distribute materials developed by participants as is feasible, maintain phone contact and a referral service to other trainers who may be helpful, collect information for a directory of Bay Area resources, etc.
3. We will be available for informal consulting services to trainers, i.e., help in planning workshops, adapting materials to teacher needs, making contacts with crediting institutions, reviewing written materials, setting up small meetings for trainers with special interest, etc.
4. We will visit a small number of classroom for our observational study.

5. We will train a small group of trainers as trainers/evaluators.
6. We will work with our project Advisory Committee to plan, coordinate and review project activities.
7. We will supervise the collection of data, conduct appropriate data analyses and write project reports.

F. What is the cost of this project?

The limited extent of the funding means that we will be able to provide only the following items for 20 trainers:

1. One-week trainer workshops: no charges for registration or tuition.
2. Local travel to and from workshops for trainers.
3. Lunches during Workshop week.
4. One complete set of training materials per trainer. It is assumed that additional xerox copies for use by teachers will be provided by the trainers' own agency or organization.

APPENDIX B

Preliminary Training Model

(Abstracted from original proposal)

Program Model

During the past year, the Flexible Learning System Project at the Laboratory has worked with more than 60 early childhood teacher trainers. This effort has confirmed a need for a "training of trainers" program which provides a process-oriented approach to teacher education. We have developed a model that views the primary role of a training program as that of providing learners with access to resources.

As shown in Figure I below, our model tentatively identifies four major categories of resources as follows: support materials, modeled behaviors, peers and colleagues, and the educator's own self. The value of some of these resources has already been recognized by funding agencies to the extent that there has been support for projects which provide one or more of these resources. In terms of Ethnic Heritage concerns, there has been funding for support materials in the form of Resource Libraries. The second type of training resources, modeled behaviors, has been provided through the funding of various inservice teacher workshops conducted by experts and consultants on ethnic heritage issues. The third resource of peers and colleagues has recently gained importance, as illustrated by the NIE networking program for teachers centers here at the Laboratory. However, there are almost no programs which systematically plan for the inclusion of all these important resources in such a manner that the whole issue of developing teacher trainers is addressed and provisioned as part of a total effective training program.

Figure I

Development of Teacher-Trainers				
Stages of Development	Resources (X = primary resource) (x = secondary resources)			
	Materials	Modelled Behaviors	Peers and Colleagues	Self
Survival	X	x		
Consolidation	x	X		x
Renewal	x	x		X
Mature	x	x	x	X

Based on the **above model**, it is proposed that a development program for teacher educators must provide access to different resources and that it should be composed of a combination of workshops and networking activities which include the following elements:

- A. Access to materials: The materials are the media; the message is the underlying process of teaching. It is assumed that some materials facilitate this procedure more effectively than others. Our work with teacher trainers to date indicates that the Flexible Learning System* units are one example of the type of material which is required. The major selection criterion is that the training materials must be **flexible** enough to provide situations which encourage and provide access to the other three types of resources.

*Classroom-based training materials for early childhood educators developed for N.I.E. under a 4-year research and development project at Far West Laboratory.

- B. Access to modeled behaviors: The program for teacher-trainers must provide situations in which they can see modeling of important staff development behaviors (e.g., how to conduct a productive discussion). The modeling may come from the workshop "leader"/ facilitator, but much of the modeling should **arise** from more **mature** trainers in the group -- **the** program should be structured to provide for this peer modeling. In addition, the modeling should be practiced as well as observed. The program should provide opportunities for learners to do so.
- C. Access to peers and colleagues: The development of a trusting and supportive relationship with peers and colleagues is another important resource. The program **should provide** situations which will be an experiential model for this relationship. This resource is **extremely** important for many "institution-bound" trainers who wish to make changes in their style of teaching but who feel the need for interacting and sharing with peers in similar situations; for example, participants in previous workshops here at the Laboratory have said that "it's so great to be able to 'expose' myself" and to "feel that people in my group **understand** me and care about what happens to me--not only as a trainer but as a person..."
- D. Access to "self" (personal resources): The program should provide situations which will help trainers become increasingly aware of their **own** strengths and **capabilities**. The **process** of development should include many **opportunities to share personal** insights and **experiences**, to "take credit" for **accomplishments**, to obtain positive **feedback**, to re-examine and compare perceptions with peers and colleagues, to explore one's capabilities in new roles and

situations, to analyze, select and construct one's own approach out of materials and behavioral strategies, to develop judgment, etc. The goal of becoming an independent, self-assured learner is as valid for the adult as it is for the child.

It is suggested that these four resources are utilized to different degrees by different groups of trainers. Lillian Katz has proposed that there are four different groups or levels of maturity in the teaching population. It has been our experience that the use of the same categories are helpful in identifying different maturity levels in trainers, i.e., there is the survival level or first-year trainer who is barely "keeping her head above the water", there is the consolidating trainer who has had a few years of experience and is interested in picking up some new training techniques, etc. The important thing we have learned is that because there are different developmental levels of maturity in trainers, a good training program must provide access to all four categories of resources which are useful to these various maturity levels. That is, there appears to be a progression (i.e., a linear relationship) between the level of maturity of the staff developer and the type of resource which is primarily used. For example, the beginning staff educator at a survival level is primarily dependent on the use of support materials and is constantly seeking some "new and innovative" programs and materials; whereas the renewal level teacher-trainer depends a great deal on the interaction with peers and colleagues as a source of professional growth and stimulation.

APPENDIX C

DAISHIKI UNIT

Developed by trainer participant

Poem: The Beautiful Dashiki



Sometimes short, sometimes long
Your hips or toes I'll touch
I feel so warm
I'm worn with pride
You'll like me very much

You can see me anywhere
I'm known the world around
Like joining hands in brotherhood
With friends in every town

I traveled here from Africa
My colors like the sun
Flowing warm and comfortable
I smile on everyone

I speak in many languages
Words we have all defined
Love and peace and friendship
.. dress for all mankind

You saw me on the street today
Or at a church or dance
I'm proud that people notice me
And take that extra glance

And when I go to Washington
Our President will say
"My, that's a fine dashiki
I'll buy my own today."

Written by Laverne Moore
Ellen Vaughn

SONG: "DASHIKI IN THE WINDOW"
 Tune: ("How Much Is The Doggie In The Window")

Chorus

How much is the dashiki in the window?	<u>window</u>
The one with the long pointed sleeves,	<u>sleeves</u>
How much is the dashiki in the window?	<u>window</u>
I do wish you'd buy it for me.	<u>for me</u>

I'm yearning to have my own dashiki,	<u>dashiki</u>
The one with bright colors so gay,	<u>so gay</u>
I wish I could have my own dashiki,	<u>dashiki</u>
So I could feel happy all day.	<u>all day</u>

Do you like the dashiki in the window?	<u>window</u>
The one with the African print,	<u>print</u>
Oh I'd love to wear the pretty dashiki,	<u>dashiki</u>
It will be worth the money you spent.	<u>you spent</u>

When I have my favorite dashiki,	<u>dashiki</u>
I'll look in the mirror and say,	<u>and say</u>
Dashikis look good on everybody,	<u>everybody</u>
From Oakland to distant Bombay.	<u>Bombay</u>

From Scotland came plaids in kilts all pleated,	<u>pleated</u>
From Spain came the gauchos and vest,	<u>vest</u>
From Africa came this fine dashiki,	<u>dashiki</u>
And I have one simple request;	<u>request</u>

Chorus

How much is the dashiki in the window?	<u>window</u>
The one with the long pointed sleeves,	<u>sleeves</u>
How much is the dashiki in the window?	<u>window</u>
I do wish you'd buy it for me.	<u>for me</u>

Written by Laverne Moore and
 Ellen Vaughn

* Repeat the underlined words.

Objective: To use an ethnic garment as a vehicle to stimulate and motivate creativity in the use of oral and written language.

Materials:

drawing paper
crayons
pencils/pens
felt tip pens

Procedures:

Sequence of Lesson

1. Discussion
2. Draw a picture
3. Creative writing

1. DISCUSSION:

- a. Write the word dashiki on the chalkboard, or elicit correct spelling from student volunteers.
- b. Show a real dashiki or a picture of one to initiate discussion. e.g. personal experiences, colors, style length, origin if known, etc. (You might need to ask questions to get discussion started or you may use the subsequent questions:

-What do you know about the dashiki?
-Why do you suppose people wear them?
-If you had a dashiki, where would you wear it?
-How many of you have dashikis? Did you buy or have them made?
-Would you like to wear a dashiki? Why or why not?

- c. After the discussion, use the following hypothetical situation: " Your school is having a dashiki fashion show, and a prize will be given to the person with the most unique and different creative design. You want to win the big prize:
Instruct students to close their eyes and visualize the dashiki they are wearing in the fashion show.

note (You may give the above hypothetical situation while their eyes are closed).

- d. Instruct students to open their eyes and ask each one to give an oral description of his/her (visualized) dashiki.

2. DRAW PICTURE

Pass out art paper and ask students to draw their dashiki.

3. CREATIVE WRITING

Finally, encourage students to write a story, poem, or song about their dashiki.

OTHER SUGGESTED ACTIVITIES:

Make a Dashiki- use material or newspaper

Complete story- (see attached)

Write a description of a dashiki

Dashiki fashion show or parade

Dashiki Day- January 20th (Everyone is encouraged to wear a dashiki).

MOVIE: "THE BLUE DASHIKI" (March 13th)

MUSIC: "DASHIKI IN THE WINDOW" Tune of "How Much Is The Doggie
In the Window"

POEM: "THE BEAUTIFUL DASHIKI"

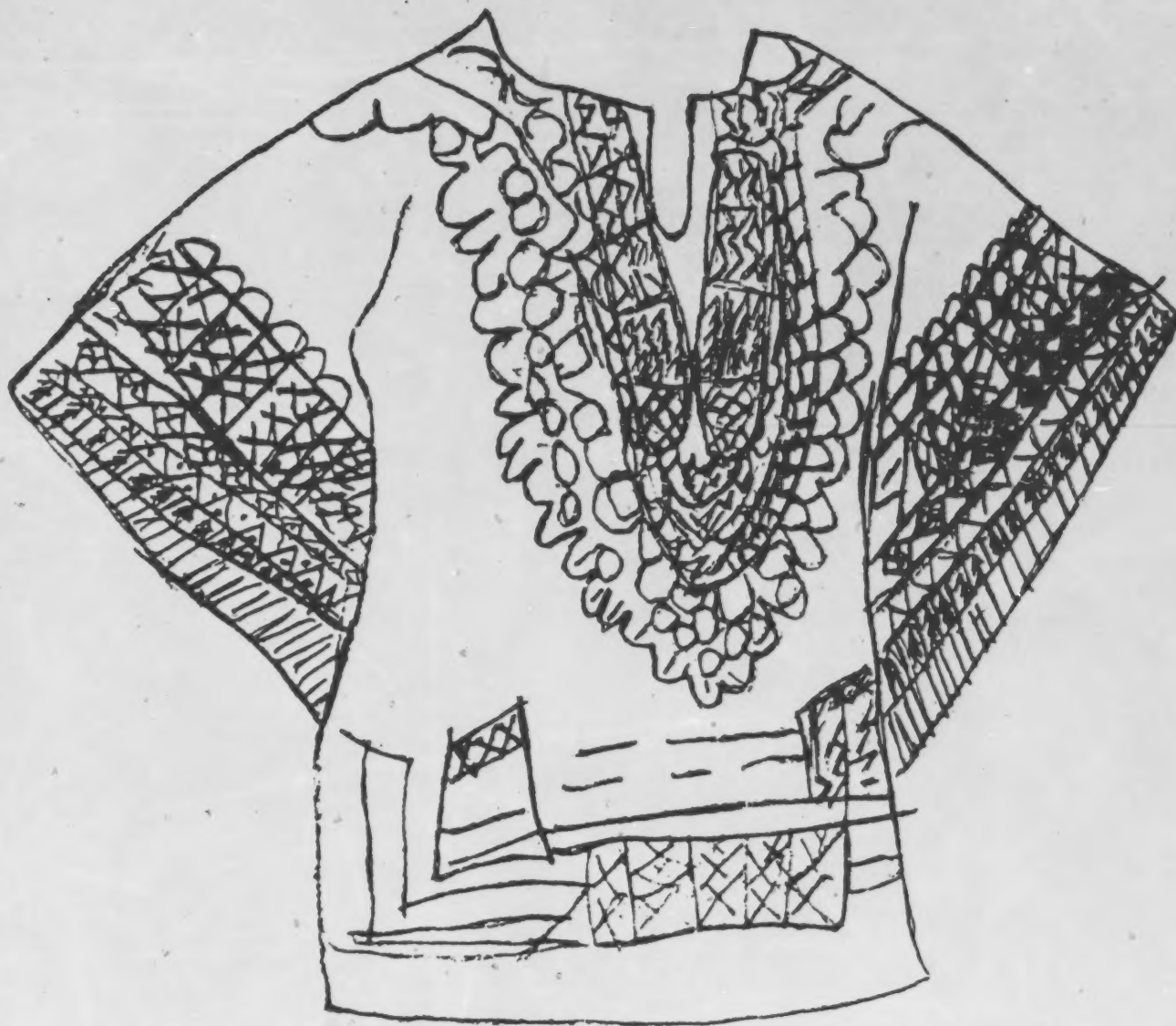
Pre School- Second Grade Activities

1. Make miniature dashikis using fabric or paper
2. Tie dye dashikis
3. Color ditto picture.
4. Illustrate and/or dramatize story of "Dashiki In The Window"
(see attached)
5. Discuss sizes, colors, shapes-(use ready made dashiki)

-What colors do you see?

-Name the geometric shapes that you see?

-What other shapes do you see? etc.



Color and write a story about the dashiki



16. A Nigerian drummer wearing a dashiki

MULTI CULTURAL WORD PUZZLE

(DASHIKI)

Grades 1-3

DIRECTIONS: Draw a circle around each word found in the list below.

C	O	L	O	R	F	U	L	G	I	D	C
E	T	D	A	N	E	H	K	L	N	P	H
M	A	A	F	R	I	C	A	O	D	L	I
O	S	S	D	C	R	O	T	M	I	R	L
H	S	H	O	R	T	T	D	G	A	N	D
N	R	I	R	V	B	T	N	I	N	U	R
I	H	K	O	W	W	O	A	Q	R	F	E
G	E	I	C	E	L	N	C	F	G	Q	N
R	O	M	I	E	T	H	N	I	C	T	V
W	E	R	W	E	A	R	O	P	E	V	Z
M	A	K	E	B	B	O	Y	S	E	U	V
S	L	R	I	G	L	K	J	H	Y	A	S

Dashiki Africa India long short make buy children
 boys girls ethnic colorful cotton wear

MULTI CULTURAL WORD PUZZLE

(DASHIKI) Grades 3-6

DIRECTIONS:

Draw a circle around each word found in the list below.
The words are located in all directions, horizontally (across),
vertically (up and down), diagonally (slanted) and backwards.

The Dashiki....the inspiration is African, and the origin is India."

E	T	S	A	D	I	G	N	I	T	Y	O	G	G	R	G	M	N	S	A
M	A	K	E	O	P	S	H	O	R	T	M	S	N	A	O	O	Y	W	F
O	S	E	V	I	P	A	L	E	R	O	L	L	R	O	I	E	P	R	R
L	R	E	W	A	A	D	S	S	I	U	U	M	D	T	K	R	B	A	I
C	O	T	T	O	N	R	U	K	F	F	E	O	A	R	E	T	U	P	C
N	H	L	C	A	E	O	I	R	I	N	A	R	U	S	A	S	Y	P	A
I	E	O	C	E	L	H	P	T	T	Y	I	T	E	D	E	S	I	G	N
G	D	H	I	E	S	R	U	N	N	P	I	A	T	C	N	A	H	N	E
I	I	O	V	A	U	A	A	H	S	A	U	R	H	I	I	N	D	I	A
R	R	R	D	S	E	P	B	N	P	E	N	O	N	Y	R	R	E	M	C
C	P	A	T	B	N	N	I	R	N	C	I	C	I	L	O	N	G	H	R
N	P	O	P	U	L	A	R	T	A	O	Q	E	C	L	Y	T	F	U	N
E	E	L	P	O	E	P	S	K	L	T	U	D	F	H	U	E	S	N	G
N	E	S	L	E	E	V	E	S	S	I	E	H	L	O	W	E	A	R	R

wear	long	inspiration	Africa	people
beautiful	short	dignity	Dashiki	pride
make	hues	panels	garment	buy
popular	design	cotton	fun	ethnic
unique	origin	India	ethnic	

STORY: "THE HERITAGE DAY PARADE"

"Mom", said Kevin, "next week we're going to have a "Heritage Day Parade" at school and the teacher said that everyone could wear clothing that represented their culture." "That sounds like a great idea!" said mother, "but what are you going to wear?" "Gee, I don't know. My friend Roberto said he's going to wear his new pancho and sombrero that his parents brought back from Mexico. Jay is going to wear his Indian clothing with real feathers, and his father is going to buy him a real bow and arrow to go with it."

"It seems that everybody has something to wear except me", said Kevin. "Now, don't give up", said mother, "you can wear a dashiki." "A dashiki! What's a dashiki?" asked Kevin. "A dashiki looks like a shirt, except that it's loose fitting and has long pointed sleeves with lots of abstract designs and has many bright colors. As a matter of fact, here is a picture of one in this magazine."

"Does the dashiki represent our culture, mom?" "Our ancestors came from Africa and so did the dashiki. Originally, it was worn by many tribes who had many different names for it." "Why then is it called the dashiki?" asked Kevin. "I'm not sure, son, but I heard that the people in America gave it the name. I've also heard that the colorful fabric came from India." "From India", asked Kevin? "Yes, said mother, "so you see, the dashiki really came from two great countries. It's a universal garment, and today people of all races and colors wear it. It's a symbol of pride and dignity", said mother.

"Then it's all settled, I've made up my mind, I'm going to wear a dashiki in the parade! I can just see myself now, walking in the parade with my chest stuck out with pride and my head held up high."

Mother laughed and said, "Just make sure that your head is not so high that you can't see where you're going."

"Where can we buy a dashiki?" asked Kevin. "Downtown," said mother. "As a matter of fact, that's where we're going now. Are you ready?"

(Kevin and his mother went downtown to buy a dashiki. Just as they were about to enter the big department store, there it was in the window, the most beautiful dashiki they'd ever seen.)

"Look mom", said Kevin, "This must be our lucky day!" "I believe you're right, son. I wonder how much it costs, I don't see a price tag on it. That should be too hard to find out. Let's go to the children's department."

(As they entered the department, a saleslady approached them and said, "May I help you, please?" Kevin said, "I want to see a dashiki just like the one on display in the window."

To Kevin's surprise, there was a whole rack of dashikis of all sizes and colors. He tried on every one of them, and not a single one fitted him, they were either too small or too large. Kevin looked at his mother with tears in his eyes and said, "None of them fit, what am I going to do?"

What will Kevin and his mother do now?

TASK #1. Complete the story, either orally or written.

TASK #2. Draw or find pictures that would illustrate this story.

TASK #3. Dramatize story. Make puppets for story.

Mrs. Harris had sent a note home with Jimmy ¹⁹⁹³...
by was going to wear something special for the Her-
itage Day Parade.

"Since your great, great, great, great grandparents
came from Africa a very long time ago, maybe
a dashiki would be a good shirt to wear."

Jimmy knew about dashikis. His cousin Johnny
was going to wear his. Also, his teachers had
shown the class pictures of African people
in their dashikis.

"If you like, tomorrow, after
school you and I can go down-
town and buy one," said his
mother.

The next day, the department
store was very crowded. Janu-
ary sales were on and there
were people everywhere.

They stopped at the scarf
counter while Jimmy's mother
fumbled in her purse for
a sample of material.

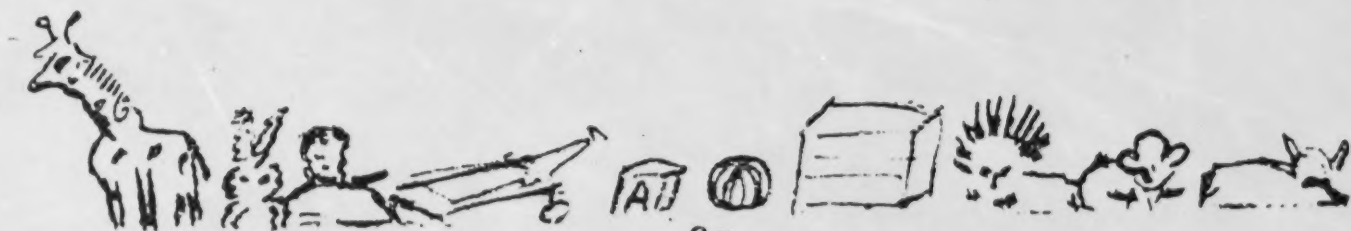
She let go of his hand and



Jimmy left her side for an instant. Then he
he took hold of the hand that was offered him
and started up the escalator.



Oh! What fun it was, rising up, up higher, higher. He could see the little people below -- up, up to the second floor, round the corner and on to the moving stairs again -- up, up he could see the toys getting smaller, smaller.



And then on the third floor, he looked up and was about to ask his mother if he could have a toy when he saw that this lady whose hand he was holding was not his mother at all but a stranger. He suddenly felt very cold and miserable.



"Who are you? You are not, my Jerry. Oh my Goodness!" Her hand felt cold and her voice made Jimmy shiver. "What's your name? Where is your mother?"

he wanted to say something but he couldn't⁶⁶
even say his name! Where was mama?

"Oh, please don't cry!" said the disturbed lady;
she was almost crying herself.

"We'll find her. Take my hand."

And down the escalator they went - down,
down, past the toys which were now a blur -
round the corner, down, down to the first
floor and there she was, looking so anxious,
Jimmy's mother. She hadn't moved from the
scarf counter and at her side, holding her
hand was a boy Jimmy had never seen
before.

"Hi, Mom!"
"This lady
dashiki!"

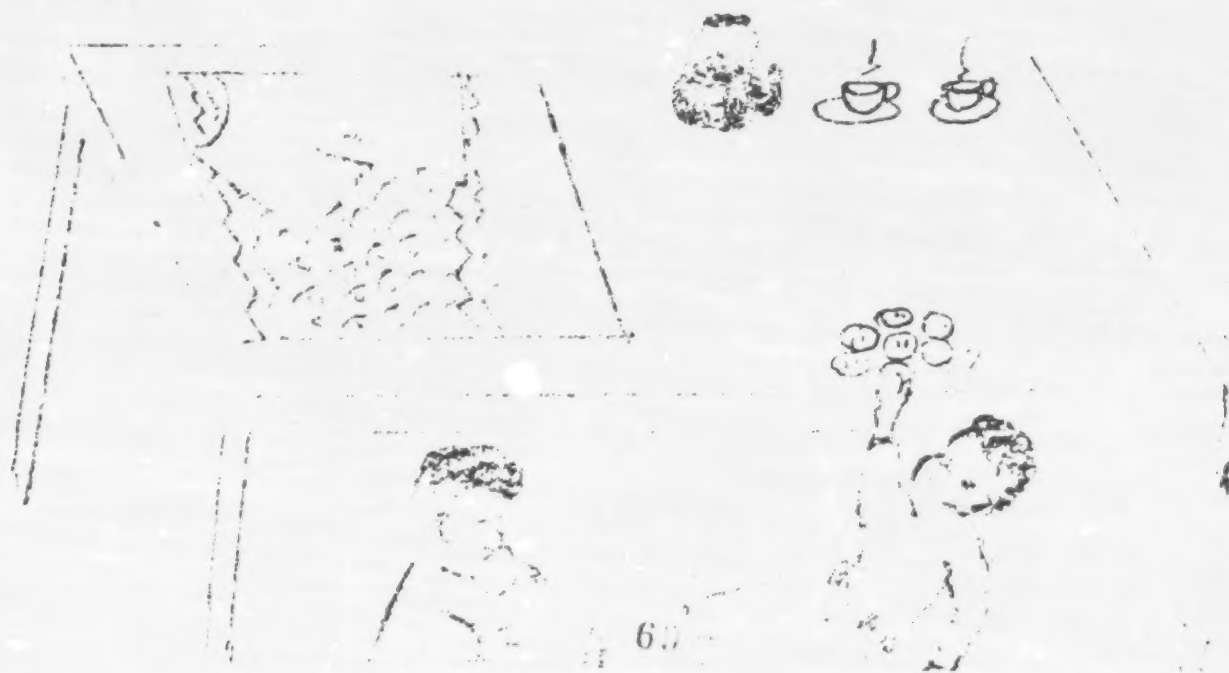
said Jerry,
likes my



The boy's mother ran to give him a hug!

Jimmy flew to his mother's arms. She ⁶⁷ held him tight. Then she looked up and said to the lady, "Thank you, thank you" nothing else, for she was almost crying herself. Then in a happy voice that made Jimmy feel much better, she extended her hand and said, "I'm Rebecca Jones. And this is Jimmy."

"My name is Dorothy," said the lady, "and this is Jerry. By the way, do you sew? If you like, you can borrow our dashiki pattern and make one for Jimmy."
"Would you like to come to tea?" asked Jimmy's mother.



APPENDIX D

Daily Diary & Networking Record Forms

Name _____

Date _____

Trainers in Multicultural Education

WORKSHOP DIARY

At the end of each day, please reflect on your day in the workshop and jot down your reactions to the following questions. Please feel free to make your comments as brief or as extensive as you wish (Use additional pages as needed).

1. What has happened in today's workshop that was important/enjoyable/insightful for you?

2. What have you experienced that was unenjoyable/trivial/confusing/annoying to you?

NAME _____

NETWORKING RECORD

Think over the past week and write down **a record** of the number of things and ideas you have learned which you can take back to your program. Take credit!

CATEGORY	NO. (APPROX.)	DESCRIPTION OF ONE ITEM
Materials		
Teaching Activities		
Training Processes		
Resource People		
Resource Organization		

APPENDIX E

Edible Self Portraits

Small group presentation

Edible Portraits

72

Purpose: To provide a sensory experience that stimulates language with a multicultural emphasis that will provide opportunities for follow-up.

Materials: English muffins, mayonaise, mustard, peanutbutter, chocolate, M and M's, raisins, peanuts, licorice, alfalfa sprouts, etc.

Instructions:

1. Break up into small groups.
2. Leader begins by describing himself - include physical characteristics, feelings, personality traits, etc.
3. Other members of the small groups describe themselves.
4. Participants create edible portraits of themselves.

Sharing: Oral Language

1. Participants share how they created their portraits with the small group.
2. One/two participants from each group share what they created.
3. Discuss what you liked or disliked about

the experience.

Follow-Up:

- ① Have each child write a description of themselves.
2. Have each child create a puppet of themselves by using a paper plate, crayons, and scissors, and mount on a tongue depressor.
3. Graph or categorize likenesses and differences (physical characteristics, emotions, feelings).
4. Make a life-sized portrait of a friend.
5. Draw a portrait of yourself.
6. Make a collage showing emotions, differences, likenesses, or some other characteristic.
7. Draw a picture of yourself. ~~Find~~ Mount in the center of a large paper. Cut-out words which describe yourself and paste

them around your portrait like rays of light radiating from the portrait.



- 8 a. Build a stand similar to a cross. b. Blow up a balloon to approximate the size of a head. c. Paper mache balloon and allow to dry. d. Place on stand. e. Children decorate balloon in their own likeness. f. Add a blouse or shirt to cover stand.

APPENDIX F

Vita - Advisory Panel member

RESUME

DIEDRA E. BAILEY

RESUME

DIEDRA E. BAILEY
 1141 TURK STREET
 SAN FRANCISCO, CALIFORNIA 94115
 PHONE NUMBER: 929-7683
 LANGUAGES SPOKEN: English and Spanish

PERSONAL DATA: Born - 11/22/44
 Married, four Children
 Height: 5' 6 1/2"
 Weight: 170 lbs.
 Citizenship: U.S.A.

EDUCATION

University of Portland (Oregon) 1962
 Mt. St. Mary's College (Los Angeles) 1963-1965
 University Of Southern California (USC) 1965-1968 BA Degree June 1968

ADDITIONAL TRAINING:

Pacific Oaks College (Pasadena) Summer & Fall, 1966 9 units Attended a summer seminar and a contract course in Early Childhood Development and Curriculum.

Seminar for Administrative Personnel, Spring 1970, Prof. Geo Jackson, Long Beach State.

VOLT Technical Corp. Training for consultant staff, 1969-1970

Seminar in Personnel Relations, Sims & Associates, Private Consultant Firm 1968-1969.

Seminars and selected Problems (Counseling) Dr. West, San Francisco State University Extension, Spring 1973.

Atypical Child Development #621, Dr. Juanita Carter San Francisco State University, Fall 1975.

Numerous National, State, and Local Conferences, Workshops, and Training Sessions on such topics as: Parent Effectiveness Training (PET), Handicapping Conditions And Legislation, Black Child Development, Communications, Multicultural Education, Language Arts, Movement And Motor Development, Administration, Curriculum Design, Early Childhood Development, Housing (HUD Seminars), Tenants Rights, Community Development, Racism/Sexism In Education, and Testing And Research.

STUDENT ACTIVITIES

Mt. St. Mary's College Tutorial Program, 1963-1964

Founded and chaired program for Tutorial Program in Watts California

-2-

CODE 10, (USC) 1965, Black Student Group formed to involve surrounding Black Community with the USC College Community.

Tutored High School Students to prepare them for SAT Exams.

Delta Sigma Theta Sorority, Dean of Pledges, 1964-1965.

WORK EXPERIENCES

*Early Childhood Education Director/Chapel Hill Head Start Program
September 1975-Present

District Director of Head Start Program for the Western Addition Haight-Ashbury target area. Responsible for the total administrative operation of a District Program; including but not limited to, Educational Program, Health, Dental, Mental Health Services, Social Services, Parent Involvement, Nutrition Education and Food Services (central kitchen serving two-hundred and fifty meals per day). Also responsible for the preparation and implementation of District Budget (\$150,000 to serve one-hundred Children). Responsible for the design, preparation and implementation of The Plan of Action (Proposal and Work Plan), encompassing not only educational program; but also the above mentioned ancillary services (Head Start Components).

Responsible for the direct supervision of twenty staff members: Teaching personnel, Kitchen staff, Health and Social Services Program Specialists, and Administrative Assistant.

Responsible for the training of staff and parents, both directly as instructor, and indirectly as facilitator for receipt of consultant services; workshops and etc.

Responsible for liaison work between District Parent Policy Council (PPC) and City-Wide Administration, and Parent Policy Council (CWPPC). Liaison between Chapel Hill Delegate Agency Board of Directors and YWCA Administration (legal-fiscal Agent/Grantee). Liaison between District Parent Policy Council and Chapel Hill Delegate Agency Board.

Responsible for the procurement, licensing, contract negotiations and lease agreements for center facilities. Designed the format and procedures for the YWCA Home Finders License Agency for Family Day Care Homes. This Home Finders License is applicable for all YWCA administered programs for Northern California.

Designed and introduced many forms, for record keeping purposes. Designed numerous surveys, questionnaires, needs assessment materials, and etc. for both the District and City-Wide Head Start Program.

Designed Staff Handbook of Personnel Policies and Procedures. Designed Parent Orientation Handbook for District Program and subsequently adopted by three other District Programs. In-service training sessions and workshops for both staff and parent groups, both in District and City-Wide. Designed the City-Wide Head Start Master Calendar (based upon the previous District model), setting time lines for the completion of tasks, workshop sequences, training formats and content, and etc.

-3-

Initiated and maintained an extensive Resource Library for the District Program. Library articles include teacher prep materials, curriculum aids, children's books, records, tapes, audio visual equipment, instruments, and numerous teacher (adult) general reference materials. Early Childhood Education textbooks, various curriculum models, sociology texts, special education, parent training materials, and etc.

*(See attached Job Description)

PRE-SCHOOL PLANNER, EOC of San Francisco, Early Childhood Department
February 1972-June 1973.

Job responsibilities entailed writing proposals for the purposes of acquiring additional funds to operate and enlarge the Early Childhood Programs for EOC. I completed two proposals which were approved by the EOC Executive Council: 1) Research/Demonstration Proposal in Multi-Lingual/Multi-Cultural Day Care Services, and 2) Home Start. I also wrote two proposals under Innovation and Improvement for a Center With Many Programs (CWMP) and one for an all male class. Job duties also entailed the development of innovative curriculum and serving as an on-staff/on-call consultant. In this capacity I served on the evaluation team in the Western Addition in the Spring of 1972. I also taught a contract course for the Western Addition staff out of San Francisco State Extension; Black Studies Department, October 1972-March 1973.

Area Director/Hunter's Point Head Start October 1968-February 1972

Administrative responsibility for the operation of the Hunter's Point Program, serving one-hundred and five Children and their families. Supervised a staff of sixteen Teachers, one Health Assistant, two Social Workers, and a Secretary.

Responsible for maintaining a viable Parent Participation Program. Responsible for maintaining area records and qualitative developmental educational program. Was a liaison person between the Hunter's Point Area and the Central Office Administration.

October 1968-1969: Designed and introduced many forms for record keeping purposes. Conducted numerous in-service training classes for Hunter's Point Head Start Staff. In the Fall of 1969 in the absence of an Educational Coordinator, I designed the format for the Pre-Service Training (two days of general session and three days in the areas to form a Team Approach in working with children and their families). In addition, I conducted training sessions for the city wide staff as well as the area training for Hunter's Point Staff. All forms which were previously used only in Hunter's Point ('68-69') were officially introduced and adopted for city-wide use; many of these forms are still in use throughout the city. Set up the first Resource and Curriculum Library for use by Hunter's Point Head Start Staff. (In area office at St. James Center); it contained a Loan Library of teacher resource materials, children's books, records, tapes, flannel board stories and bag puppets.

1970-1971: While on maternity leave (August 17 - January 1) conducted several full day training sessions for the Hunter's Point Teacher Assistant Program on Early Childhood Development and Curriculum.

Spring 1971: Initiated Saturday Training sessions for Hunter's Point Child Care Staff. Conducted several training sessions for Hunter's Point Parents. Emphasis being on parental implementation of classroom activities.

Teacher, Los Angeles Urban League Head Start Program (Head Teacher)
Romona Gardens Center September 1966-September 1968

Responsible for operation of a center serving thirty children and families. Responsible for the design and implementation of a Spanish bi-lingual, bi-cultural program, reflecting the ethnic composition of the neighborhood. Operated afternoon sessions for siblings of children enrolled in center, offering arts and crafts, field trips, loan library, and sports activities. Trained several teenage girls and parents for assisting in the classroom. Operated English classes for Spanish speaking parents. (90% of parents spoke Spanish only). Responsible for viable parent participation program. Served as advocate/liaison between the Romona Gardens Community and the Head Start Administration, and Los Angeles City Schools.

OTHER EXPERIENCE:

Consultant, VOLT Technical Corp. September 1969 to July 1971

Curriculum and Parent Involvement Specialist. Duties consisted of providing technical assistance to various Head Start Programs, by designing more relevant curriculum, and planning for more effective parent involvement.

Consultant; Curriculum Specialist Hunter's Point Teacher Assistant Training Program, Fall 1970

Held seven workshop sessions for trainees.

Consultant; Professional and Technical Services Inc. (TAP) March 1972
Curriculum Specialist.

Instructor, San Francisco State Extension 1972-1973

Black Studies Department, contract course for Western Addition Head Start Staff. "Teaching The Black Experience"-Dr. Njasone, Chairman of Department.

Advisor; Antioch West College San Francisco August 1972-August 1973

Academic Advisor to three Head Start Staff enrollees in an accelerated external B.A. Program, sponsored by a Head Start Supplementary (HSST) grant administered through Sonoma State College. Provided course work instructions, and assisted in the preparation of degree pre-requisite materials.

-5-

Research Assistant/Contributor 1973

Textbook Series by Dr. Frances Collier, Dean; Academic Administration Cal-State Dominguez Hills. "Learning About Myself" Holt, Reinhart and Winston Publishers.

This Pre-K textbook series has just been adopted by the California State Department of Education for full inclusion in all California School Districts in the Fall of 1977.

Facilitator for City-Wide (San Francisco) Conference February 1977

Conference of concerned community, private, and public agencies to form an Office of Children and Youth for San Francisco. I was one of a team of five persons who facilitated a full day conference, to compare, evaluate and decide upon which of three "plans" would be adopted by the coalition of groups to be the framework for the formation of an Office of Children and Youth.

The Community based plan, is part structured on the Community Mental Health Agencies Model, was adopted, and is now in its initial stages of development and implementation throughout the city of San Francisco.

ORGANIZATIONAL AFFILIATIONS

Delta Sigma Theta Sorority
National Association for Education of Young Children
Day Care Council of America
American Association of University Women
Afro-American Historical and Cultural Society
Black Child Advocacy Coalition

HOBBIES

Writing; a book ASHAKI, (Poetry) to be published soon. Read excerpts at Black Expo; several short stories (in college anthologies) and a one act Play.

Painting: Oil, Arcylics, Collage Work
Wire Sculpturing
Jewelry making
Cooking
Reading

-6-

REFERENCES

Dr. Rae Richardson
127 Byxbee
San Francisco, California

Dr. Joseph Samuels
San Francisco Head Start Director
656 Vermont Street
San Francisco, California

Mr. George Buford
Supervisor of Head Start Community Representative
Office of Child Development
50 United Nations Plaza
San Francisco, California

Nathaniel Mason
MBM Inc.
300 Broadway
San Francisco, California

Dr. Frances Collier
Dean Of Academic Administration (Retired)
California State University, Dominguez Hills
2015 Sandpiper Court/P.O. Box 1300
Bodega Bay, California

APPENDIX G

Assessment of Provisioning the Multicultural
Social and Physical Environment of Young Children

ASSESSMENT OF
PROVISIONING THE MULTICULTURAL SOCIAL
AND PHYSICAL ENVIRONMENT OF YOUNG CHILDREN

The following assessment instrument combines observational
checklists and teacher interviews for the evaluator to complete.
It will take approximately 40-60 minutes to complete. Upon
completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

PRETEST I
Revised 12/19/78

-1-

Teachers Name _____

Date _____

School &
Grade Level _____

Observer _____

I. Classroom Observation

1. Use the chart on p. 2 to enter the number of types of multicultural materials and resources present and what cultural group they represent. Walk around the room and tally the number of items which fit each category. Enter how many of them (each type of multicultural material or resource) are present which represent Asian culture, Black culture, and so on. In the first column, give examples of the materials. For example, if a classroom has 2 books about Black people and 3 about Native-American, enter the number "2" under Blacks and the number "3" under Native-Americans in the row labeled books. For the last column(s), specify which other cultures are represented. At the end of the tour, total up the tallies for each category. For example, if a classroom has 2 tallies for books about Black people in the reading area and 3 in the Art area, enter the number "5" under Blacks in the row labeled books.

1. Multicultural Materials

MATERIALS	PLEASE GIVE EXAMPLES	CULTURE GROUP				
		Asian	Black	Native American	Spanish Speaking	Other
Count one only of Multiple Copies						
1. Books or magazines						
2. Cooking or eating utensils						
3. Musical instruments						
4. Food (materials)						
5. Costumes or Clothes						
6. Flag or emblems						
7. Pictures or Paintings						
8. Records or tapes						
9. Figures or statues						
10. Toys and games						
11. Movies or slides						
12. Artifacts or displays						
13. Empty cans, boxes, cartons						
14. Cut out pictures (ethnic materials)						
15. Clay or Wood products						
16. Puzzles						
17. Other (please specify)						
18. Other (please specify)						
19. Resource Texts, Books (Partial Cultural focus)						

2. Multicultural Social Resources.

Ask the teacher about each adult who participated in classroom activities in the past month. For each adult that did participate, ask what cultural group they represented and whether they were a parent, teaching staff, community person, etc.

Place a tally mark in the form below for each adult mentioned by the teacher

Resources	Example	Culture Group				
		Asian	Black	Spanish Speaking	Native American	Other
1. Parents						
2. Teaching Staff						
3. Community persons						
4. Other (specify)						
5. Other (specify)						
6. Other (specify)						
7. Other (specify)						

3. Using the following form, indicate the number of times people have conducted or participated in the activities described below during the previous month. For example, the first activity listed below is: "prepares exhibits or displays." If the teacher and five parents did this together, place a "1" below "Teacher" and a "5" below "Parents."

	Teacher	Other Staff	Parents	Community Adults	Other (Specify)
<u>Physical Provisioning</u>					
1. Prepare exhibit and displays					
2. Help to donate and contact local sources of multi-cultural materials					
<u>Social Provisioning</u>					
1. Translates children's stories into their own language					
2. Supervise pasting of multi-cultural pictures, for scrapbooks and display					
3. Demonstrate use of multi-cultural art materials and activities					
4. Prepare multicultural lesson plan with help of teacher to teach specific skills and concepts					
5. Work with children in small groups on multi-cultural games					
6. Conduct story hour, using books of many cultures					
7. Help with planting of school garden with vegetables of different cultures					
8. Help bi-lingual children					

	Teacher	Other Staff	Parents	Community Represent.	Other (Specify)
<u>Social Provisioning (cont.)</u>					
9. Help with transportation on trips to multicultural excursions.					
10. Share aspect of own cultures with the children, e.g., music, dance, food, etc.					
11. Help in parent-group meetings on multicultural issues					
12. Help the teacher plan special multicultural activities					
<u>Book Selection</u>					
1. Help and select books					
2. Help define multicultural guidelines for selecting books.					
3. Help analyze books using multicultural guidelines					

3. Using the form below, indicate the number of area types that are present in the room.

Note: if the classroom has no learning areas, other than student desks, skip to Form Three.

Do not count personal desks of students or teacher.

- A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. ☐
- B. INDIVIDUAL FREE-WORK AREA WITH SEATING: A working area such as a desk and chair. The area is only big enough for 1-2 children. There is no indication that the area is set up for a specific type of classroom activity or for any one particular child. ☐
- C. LEARNING CENTER WITH SURFACES FOR SITTING WORK: A partially closed area with surfaces for seating work such as tables and chairs. The area is big enough for at least 3 but no more than 6 children. The area is set up for some specific types of activities and child-accessible materials that are used in the activity are stored in the area. ☐
- D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. ☐
- E. GENERAL CLASSROOM ACTIVITY AREA: This is an area with working surfaces such as tables where at least 5 but no more than 12 children can work together. The kinds of activities and materials used in this area could easily change from day to day. ☐
- F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. ☐

II. INTERVIEW QUESTIONS

I. In what ways do you think your classroom is a multicultural classroom?

2. Do you plan to make any changes in your classroom during the coming year?
If so, please describe.

Planned Changes

Reason

APPENDIX H

Assessment of Multicultural
Activities of Young Children

ASSESSMENT OF
MULTICULTURAL ACTIVITIES
OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interview questions for the evaluator to complete. It will take approximately 40-60 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Pretest II
Revised 3/10/78

1

Teachers Name _____

Date _____

School _____

Observer _____

Grade Level _____

A Follow Through class? Yes _____ No _____

I. CLASSROOM OBSERVATION

1. Use the chart on p. 2 to enter the number and types of child products present in the classroom. Walk around the room and tally the number which fit each category. Add new categories for products not mentioned on p. 2. Look on the walls, in desks and/or cubbies, on book shelves for child products.

DO NOT count WORKBOOK - type products or teacher made ditto sheets which do not permit individual responses.

Time your observation(s) to maximize the products available; i.e., observe Thursday after school or Friday before class or at lunch time if the children usually take their products home on Friday afternoon. Ask teacher to fill in child's name and first initial and ethnicity on the following pages.

(Teacher to fill in
these two only.)

CHILD PRODUCTS TALLY SHEET

2

Child's Name	Ethnicity	Own Photo	Painting	Drawings	Crafts	Clay-Wood Products	Picture Dictionary	Dictated Stories	Child's Records	Ind. Word Bank	Sentence Writing	Other (Spec)
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												

141

(Teacher to fill in these two only.)

13

II. LESSON PLAN RECORDING

1. Ask the teacher if you may look over the lesson plans for the previous month or if no plan is available, ask the teacher for a brief interview.

Use the chart on page 6 to enter the number of each type of activity which occurred in during the previous month.

Record each activity tally under the appropriate ethnic group where the plans indicate such a focus.

NOTE: Before completing page 6 ask the teacher if there were any changes in the activity plans for the previous month.

Where there were additional activities or substitute activities record them on the tally sheet.

TEACHER PRODUCT TALLY SHEET

Using Classroom Plans from Previous Month

ACTIVITY	MULTI/ETHNIC GROUP FOCUS					
	Asian	Black	Chicano	Pacific Islander	Other (Specify)	None Indicate
Reading, telling stories						
Music: Listening, Playing, singing						
Field trips & walks						
Cooking sessions						
Dance: watching or dancing						
Drama: watching or acting						
Games						
Films/ filmstrips/ slides						
Observing individual children						
Parent participation						
Other (specify)						
Other (specify)						

Ask the teacher the following questions:

1. What cultures have you studied in your classroom this past year?

2. Are there cultures that you plan to include in future studies?
(if yes, ask which cultures.)

APPENDIX H

Assessment of Provisioning Multicultural
Environment of Young Children

10

ASSESSMENT OF
PROVISIONING MULTICULTURAL
ENVIRONMENT OF YOUNG CHILDREN

The following assessment instrument combines observational checklists and teacher interviews for the evaluator to complete. It will take approximately 30 minutes to complete. Upon completion, please return to:

Mr. Steven Stripp
Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

Posttest IA
Revised 2/23/78

Teachers Name _____

Date _____

School _____

Observer _____

I. Classroom Observation

1. Use the chart on p.2 to enter the number of types of multicultural materials and resources present and what cultural group they represent. Walk around the room and tally the number of items which fit each category. Enter how many of them (each type of multicultural material or resource) are present which represent Asian culture, Black culture, and so on. In the first column, give examples of the materials. For example, if a classroom has 2 books about Black people and 3 about Native-American, enter the number "2" under Blacks and the number "3" under Native-Americans in the row labeled books. For the last column(s), specify which other cultures are represented. At the end of the tour, total up the tallies for each category. For example, if a classroom has 2 tallies for books about Black people in the reading area and 3 in the Art area, enter the number "5" under Blacks in the row labeled books.

MATERIALS	PLEASE GIVE EXAMPLES	CULTURE GROUP					
		Asian	Black	Native American	Spanish Speaking	Pacific Islander/ Hawaiian, Filipino	Other (specify)
1. Books or magazines (Count only of multiple copies)							
2. Cooking or eating utensils							
3. Musical instruments							
4. Food (materials)							
5. Costumes or Clothes							
6. Flag or emblems							
7. Pictures or Painting, Charts, Photographs. Cut out pictures (ethnic materials).							
8. Records or tapes							
9. Figures or statues/ artifacts or displays							
10. Toys and games							
11. Movies or slides							
12. Empty cans, boxes, cartons							
13. Clay or Wood products							
14. Puzzles							
15. Text & resource text (incl. Encyclopedia)							
16. Other (please specify)							
17. Other (please specify)							
18. Other (please specify)							

-3-

2. Using the form below, indicate the number of area types that are present in the room. Do not count personal desks of teachers or students.

NOTE: if the classroom has no learning areas, other than student desks, skip to next page.

- A. PRIVATE AREA: A small enclosed area only big enough for 1-2 children. No materials are normally stored in the area and there is no indication that the area is set up for a specific type of classroom activity. There are no chairs and tables in the private area. 
- B. INDIVIDUAL FREE-WORK AREA WITH SEATING: A working area such as a desk and chair. The area is only big enough for 1-2 children. There is no indication that the area is set up for a specific type of classroom activity or for any one particular child. 
- C. LEARNING CENTER WITH SURFACES FOR SITTING WORK: A partially closed area with surfaces for seating work such as tables and chairs. The area is big enough for at least 3 but no more than 6 children. The area is set up for some specific types of activities and child-accessible materials that are used in the activity are stored in the area. 
- D. LEARNING CENTER WITHOUT SURFACES FOR SITTING WORK: A partially enclosed area with space for children to work while standing up or sitting on the floor. The area is big enough for 3 but no more than 6 children and is set up for some specific types of activities. Child-accessible materials used in the activities are stored in the area. 
- E. GENERAL CLASSROOM ACTIVITY AREA: This is an area with working surfaces such as tables where at least 5 but no more than 12 children can work together. The kinds of activities and materials used in this area could easily change from day to day. 
- F. LARGE-GROUP FREE AREA: This is a large group area where all or most of the class could meet at the same time. Basically it is a large open area in the classroom. There are no or few tables and chairs occupying the area. 

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II. INTERVIEW QUESTIONS

1. In what ways do you think your classroom is a multicultural classroom?

-In terms of materials provisioning-

-In terms of materials provisioning-

2. Do you plan to make any changes in your classroom during the coming year?

If so, please describe.

Planned Changes

Reason